

TEACHER(S): JOHNSON, BAILEY

SUBJECT: ECONOMICS

WEEK OF: April 4 – 8, 2016

WEEK: 31

DAY	Standard Addressed	Activities	Instructional Strategies	Resources	Assessment
MON	<u>SSEF1</u> The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and trade-offs for individuals, businesses, and governments.	<p><b>Do Now:</b> Prepare for notetaking and discussion</p> <p><b>Opening/Tie-in:</b> We now begin GMS review by notetaking and discussion</p> <p><b>Work Session:</b> 1. EOCT Review, Part 1, Concept 1 – Scarcity 2. EOCT Review, Part 1, Concept 2 – Resources 3. EOCT Review, Part 1, Concept 3 – Opportunity Cost</p> <p><b>Closing:</b> ID the concept that is a problem and restudy it this evening</p>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> Other	Smartboard Heard Co Review	<p><b>Formative:</b> Teacher Observation Q&amp;A Question answers</p> <p><b>Summative:</b></p>
TUES	<u>SSEF1</u> - continued <u>SSEF2</u> The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action. <u>SSEF3</u> The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties.	<p><b>Do Now:</b> Prepare for notetaking and discussion</p> <p><b>Opening/Tie-In:</b> We continue review plus PPF</p> <p><b>Work Session:</b> 1. EOCT Review, Part 1, Concept 3 - PPF 2. EOCT Review, Part 1, Concept 4 – Rational Choice &amp; Voluntary Exchange 3. EOCT Review, Part 1, Concept 5 – Specialization</p> <p><b>Closing:</b> ID the concept that is a problem and restudy it this evening</p>	<input checked="" type="checkbox"/> Whole Group <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> Other	Smartboard Heard Co Review	<p><b>Formative:</b> Teacher Observation Q&amp;A Question answers</p> <p><b>Summative:</b></p>
WED	<u>SSEF 1</u> <u>SSEF 2</u> <u>SSEF 3</u>	<p><b>Do Now:</b> PU copy of orange Passing EOCT <u>SUBSTITUTE</u></p> <p><b>Opening/Tie-In:</b> Answer questions to reinforce Mon and Tues work and intro Fri and Mon</p> <p><b>Work Session:</b> 1. Answer questions 1-15 pp. 34-5</p> <p><b>Closing:</b> Turn in answers to substitute</p>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Passing the GA Economics EOCT	<p><b>Formative:</b> Question answers</p> <p><b>Summative:</b></p>
THUR	<u>SSEF 4</u> <u>SSEF 5</u> <u>SSEF 6</u>	<p><b>Do Now:</b> PU copy of orange Passing EOCT <u>SUBSTITUTE</u></p> <p><b>Opening/Tie-In:</b> Answer questions to reinforce Mon and Tues work and intro Fri and Mon</p> <p><b>Work Session:</b> 1. Answer questions 1-12 pp. 35</p> <p><b>Closing:</b> Turn in answers to substitute</p>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Passing the GA Economics EOCT	<p><b>Formative:</b> Question answers</p> <p><b>Summative:</b></p>
FRI	<u>SSEF4</u> The student will compare and contrast different economic systems and explain how they answer the three basic economic questions of what to produce, how to produce, and for whom to produce. <u>SSEF5</u> The student will describe the roles of government in a market economy. <u>SSEF6</u> The student will explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new technology, and the health, education, and training of people.	<p><b>Do Now:</b> Prepare for notetaking and discussion</p> <p><b>Opening/Tie-In:</b> Today we complete Fundamentals</p> <p><b>Work Session:</b> 1. EOCT Review, Part 2, Concept 1 – Economic Systems 2. EOCT Review, Part 2, Concept 2 – Governments Role in a Market Economy 3. EOCT Review, Part 2, Concept 3 – Specialization</p> <p><b>Closing:</b> ID concept that is a problem and we will reteach on Monday</p>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> Other	Smartboard Heard Co Review	<p><b>Formative:</b> Teacher Observation Q&amp;A Question answers</p> <p><b>Summative:</b></p>